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ABSTRACT

A study was conducted to assess the educational needs of adult learners in Macomb County. The study involved telephone interviews with 500 randomly selected Macomb County residents aged 25 or older in the fall of 1984. Study findings revealed: (1) 32% of the residents had taken courses at Macomb Community College (MCC), 11% were currently taking classes at the college, and 48% of those currently enrolled in college were attending MCC; (2) of those respondents who had not taken classes at MCC, 23% planned to take classes in the future, with general education, business management, and computer classes being the areas of greatest interest; (3) 62% of those who had never attended MCC had not taken a class for 10 years of more; (4) 58% of those who had not attended MCC cited obstacles to their attending college including financial (14%), time/work (12%), and age/health (10%); (5) 39% of the respondents with dependent children said a convenient drop-in child care center would increase their ability to attend classes; (6) 43% of those who had not attended MCC were interested in taking classes to obtain associate of arts degree credit; and (7) of the former MCC students surveyed, 63% were very satisfied and 30% were somewhat satisfied with their experience at MCC and 48% indicated that they had completed their educational goals at MCC. The survey instrument and respondent comments are appended. (HB)

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A SURVEY OF THE ADULT LEARNERS OF MACOMB COUNTY

JC 850 227

Betty Pritchard

The Center for Community Studies
Macomb Community College
January, 1985

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A SURVEY OF THE ADULT LEARNERS OF MACOMB COUNTY

Executive Summary

Background and Methodology. Literature and research from nationwide sources indicate that the characteristics of community college students are changing. Recent students are typically older and take fewer credit hours than in past years. These trends suggest that other student characteristics may be changing as well, and raise concern that the programs and services offered at Macomb might not match the needs of these older students.

A telephone survey of 500 Macomb County adults 25 years of age or older was undertaken to assess their needs related to education. Interviewing conducted from October 19 through November 12, 1984, provided the data for this research. The results reveal information on the educational activity of residents, identify a potential for serving those who are not Macomb students or alumni, and summarize opinions from users on possible service improvements.

Educational Participation. Macomb Community College has a significant role in assisting county residents to fulfill their ambitions. This is verified by:

- 11% of the residents of Macomb County who are over the age of 25 are currently involved in some type of educational program.
- About one-third of Macomb County's adults have taken courses at Macomb Community College at some time in their lives, and two-thirds of those currently taking classes are attending MCC.
- Macomb's students and past students have a higher participation rate in the county's workforce, particularly in professional and technical occupations.

The New Market. Twenty-three percent of Macomb County's adults who are not currently taking classes say they are planning on taking classes in the near future. This presents an estimated potential new market of about 60,000 people. The following information can assist in attracting these new adult students.

- Communities that express a higher level of interest than others are Roseville, East Detroit, Sterling Heights and St. Clair Shores.
- General education courses, business management, and computer classes are given most frequently as topics of interest.
- Obstacles to educational participation for those who have not taken a class at Macomb were found to center around financial concerns (14%) and work commitments and personal schedules (12%).
- People with dependent children view family responsibilities as a major obstacle, with 39% of them saying a convenient drop-in child care center would increase their ability to attend classes.
- Schedules preferred by almost half of these people include evening course offerings presented through longer, once-a-week sessions. Most of them (52%) prefer the college campus as the class site while one-fourth choose the convenience of their workplace.

- Less than half (43%) of these adults are interested in receiving credit toward an associate degree.

- 44% are unaware that a high school diploma is not needed to attend Macomb.

- Residents who have tuition assistance available to them are almost twice as likely to actively pursue their education.

Macomb Students and Alumni. Satisfaction with Macomb is high among adult residents who have attended classes. Ten support services were also rated, and were found to vary in levels of use and user satisfaction.

- Satisfaction with the experience at Macomb is given as "very satisfied" by 63% of these adult students, and "somewhat satisfied" by another 30%. Most feel that the college is offering the right programs to meet their needs.

- Almost half of the people over 25 who have come to Macomb have done so to improve their job skills. University transfer credit is the primary objective of only 12% of these adults.

- 40% had received an award from Macomb, but of these graduates, 26% said they had not yet completed the goal they wanted to complete at Macomb. In addition, 36% of the students who had not received any award said they had completed their goal. Time and work demands were most often given as reasons for not completing their educational goal.

- One-fourth of the respondents felt they encountered no major problems or inconveniences at the college. Parking was viewed as the main problem.

- Lowest levels of use were named for intramural and varsity sports, while highest use was found for counseling and academic services, and for continuing education courses.

- Users gave very high ratings to the recreation facilities and cultural affairs. Lower ratings were given to job placement services, citing a need for career counseling, and to counseling and academic services, indicating that misinformation and counselor availability were problems.

- The hours of operation of support services are viewed as meeting their needs, but one-fourth of the adults feel that additional administrators are needed during the evening hours.

Recommendations. Recommended actions for the college to assist adult learners include:

1. Pursue new sources of financial aid for adult students.

2. Integrate career counseling into job placement services.

3. Target subgroups of adult learners for particular courses.

4. Increase communication about the college on specific topics.

5. Address the problems of parking space and convenience.

A SURVEY OF THE ADULT LEARNERS OF MACOMB COUNTY

Introduction

> "During recent years we have been witnessing the development of an exciting new concept in education. We have seen its beginning in many educational institutions and organizations throughout the country, and we have heard it identified in a variety of different ways. Whatever we call it, this is a movement based on growing recognition of education as a means of meeting diverse and changing needs of Americans throughout all stages of their lives."
> (Walter Mondale, 1975)

The American society is indeed undergoing change. The population is growing older. Traditional patterns of family life and work are changing. More women, many divorced and with families, are now entering the work force in large numbers. Along with these changes in life styles of Americans, a need for lifelong learning has developed.

Macomb Community College (MCC) is currently serving many of the needs of the adult learner. This study was undertaken to discover how well these needs are being served and to identify new needs in fulfilling the expectations of lifelong learning.

Methodology

This survey regarding the needs of the adult learner is based on 500 telephone interviews conducted from October 19 through November 12, 1984, by the Center for Community Studies at Macomb Community College. For the purpose of this study, only adults 25 years of age or older were interviewed. This population was selected for study based on differences in educational needs.

Younger adults approach their education as training for their future, while those over 25 tend to incorporate education as an integral part of their life. It is this second group of citizens who are the focus of this study.

The sampling frame was taken as households in Macomb County. The sample was generated by computer using a random digit procedure to include those households with unlisted telephone numbers. It was stratified throughout the county proportionate to the estimated population within each telephone exchange. The respondents were selected to meet the requirements of (1) a resident of Macomb County and (2) an adult 25 years of age or older. With this random sample of 500 households, there is a predictable maximum sampling error of $\pm$4.5% at the 95% confidence level.

Interviewers were trained to ensure an understanding of the procedures and methodology of the study. The interviewing process was monitored for quality and accuracy. All coding, data tabulation, processing and analysis were completed in-house through college facilities.

Demographic Characteristics of Respondents

Table 1 provides information about the demographic characteristics of the respondents to this survey, and compares these characteristics to Census information about Macomb County adults where possible. The survey respondents are shown to be representative of Macomb County adults on the basis of age distribution, gender, and responsibilities as parents. Similar comparisons on occupation and community of residence are not included. The reason for exclusion is the lack of comparability among the data. The occupation information about survey respondents also includes information about persons

who are not in the labor force, namely the 22% of the sample who are fulltime students or housewives, and another 12% who are retired or disabled persons not working. The community of residence information is based upon mailing areas rather than Census areas, and therefore is not comparable. It can be assumed, however, that this random sample is representative of the County's adults over 25 on all major characteristics, and the variables for which comparisons are available validate that assumption.

Table 1

Demographic Characteristics of Macomb County Adults
(Sample Size = 500)

Age	1984 Sample	1980 Census
25-29	17%	15%
30-34	15	14
35-39	14	12
40-49	17	19
50-64	25	27
65 +	11	13
Gender		
Female	57%	52%
Male	43	48
Households with Dependent Children		
With Children	51%	52%
Without Children	48	48
No Answer	1	

Occupation of Respondent	1984 Sample
Student/Housewife	22%
Professional/Technical	17
Operative/Skilled Craftsmen	13
Retired/Disabled	12
Business Owner/Manager	10
Service Worker	6
Sales/Clerical	6
Unemployed/On Strike	2
No Answer	2
Area (Zip Code)	
Warren/Center Line	23%
Mt. Clemens	18
Sterling Heights	14
Roseville/East Detroit	14
St. Clair Shores	10
Utica/Fraser	9
Richmond/New Baltimore	6
Washington/Romeo	3
Other/No Answer	3

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Educational Participation of County Residents

About one third (32%) of Macomb County residents have taken courses at Macomb Community College. These results are consistent with other surveys of Macomb County residents, including a county-wide household survey completed in May 1984 (32%, base size = 500) and a survey of the city of Fraser in December 1983 (32%, base size = 300).

Table 2 shows more detailed information about the college education of men and women, and of various age groups. Men are somewhat more likely to have been a Macomb student. This is verified by information from the MCC student database, whereby the male/female ratio was 3:2 in 1975. More currently, however, the ratio of men to women at Macomb has changed to an even 1:1. The age breakdown reveals that those residents who are under the age of 50, and particularly those under 34, are more likely to have taken classes at Macomb.

Table 2

Question: Have you ever taken any courses at Macomb Community College?

Response	Total Sample	Gender	
		Female	Male
Yes	32%	29%	35%
No	68	71	64
(Base)	(500)	(283)	(217)

Response	Age					
	25-39	30-34	35-39	40-49	50-64	65 +
Yes	46%	44%	30%	43%	19%	7%
No	54	56	69	57	80	93
(Base)	(83)	(75)	(73)	(87)	(124)	(55)

Macomb Students and Alumni Compared to Other Residents

A comparison of the demographic profiles of those who have taken classes at Macomb to those who have not is helpful in analyzing how Macomb's students are different or the same as other residents. Table 3 allows for this comparison. Most notably, Macomb students and alumni have a higher involvement in the workforce, particularly in professional and technical occupations. They tend not to be currently unemployed, fulltime students, housewives, or retired persons. They are more likely to be under the age of 35. Perhaps this younger age explains the higher percentage of households with dependent children among past and present students (63%, compared to 46% among those who have not been MCC students).

Geographically, although 23% of the sample resides in the Warren/Center Line area, a higher concentration of Macomb students and alumni are from Mt. Clemens zip codes. Sterling Heights, on the other hand, has a proportionately low number of residents who have attended Macomb. This area is underserviced by Macomb Community College.

Table 3

Comparison of Demographic Characteristics
(MCC Students/Alumni = 158, Others = 342)

Age	MCC Alumni/ Students	Others
25-29	24%	13%
30-34	21	12
35-39	14	15
40-49	23	15
50-64	15	29
65 +	3	15
N/A	--	1

Gender	MCC Alumni/ Students	Others
Female	51%	59%
Male	49	41

Households with Dependent Children		
With Children	63%	46%
No Children	37	53
No Answer	--	1

Occupation of Respondent	MCC Alumni/ Students	Others
Unemployed/On Strike	2%	3%
Professional/Technical	27	13
Business Owner/Manager	12	9
Sales/Clerical	18	14
Operative/Skilled Craftsman	16	12
Service Worker	7	5
Student/Housewife	15	26
Retired/Disabled	3	16
No Answer	1	2

Area (Zip Code)	MCC Alumni/ Students	Others
Warren/Center Line	19%	25%
Mt. Clemens	20	17
Sterling Heights	9	17
Roseville/East Detroit	16	13
St. Clair Shores	12	9
Utica/Fraser	10	9
Richmond/New Baltimore	9	5
Washington/Romeo	3	3
Other/No Answer	2	3

Students at Any Institution

Table 4 displays information about the respondents who are currently enrolled in classes at any educational institution. Eleven percent of Macomb County's adults over 25 are currently taking classes. Men and women are equally represented among current students, reflecting the more recent trend

toward higher participation in education among women. Sixty-three percent of these current students are aged 25-34. Where tuition assistance is available, a person is almost twice as likely to be taking classes. An occupational breakdown of the respondents who are currently enrolled in classes reveals major educational involvement to be among sales and clerical workers, professional and technical people, and fulltime students and housewives. This is similar to information about Macomb students and alumni, although the educational involvement of sales and clerical workers and housewives appears to be higher when only current students are analyzed, suggesting a recent trend.

Table 4

Question: Are you currently enrolled in classes at any educational institution?

Response	Total Sample	Age					
		25-39	30-34	35-39	40-49	50-64	65+
Yes	11%	21%	23%	6%	6%	7%	4%
No	89	79	77	93	94	92	96
(Base)	(500)	(83)	(75)	(73)	(87)	(124)	(55)

Response	Gender		Tuition Reimbursement	
	Female	Male	Available	Not Available
Yes	11%	11%	14%	8%
No	89	88	85	92
(Base)	(283)	(217)	(152)	(128)

Forty-eight percent of the respondents who are currently enrolled in classes are attending Macomb Community College. That is, about half of those adults attending school are attending Macomb. Wayne State University and L'Anse Creuse High School's Adult Education classes each draw 6% of the county's adults who are taking classes, and Oakland University enrolls 4%. Other sites for adult classes include Walsh College, Mercy, Edison Institute, Oakland Community College, Warren Woods High School, and St. Clair Shores Adult Education.

Table 5

Currently Enrolled Students

Question: Are you currently enrolled in classes at any educational institution? If yes, where?	
Macomb Community College	48%
Wayne State University	6
L'Anse Creuse High School	6
Oakland University	4
Others	36
(Base)	(52)

Question: What is you major or program of study?	
Technical/Vocational	20%
Computers	14
General Education/Liberal Arts	14
Health	12
Business/Management	12
Business/Clerical	6
Other	22
(Base)	(50)

It appears that technical/vocational training is the main interest of adults, with 20% of the respondents naming such courses as their major. Computer science (14%) and health-related programs (12%) were cited specifically, and are listed separately. Liberal arts courses also receive considerable interest from the county's adults (14%). Business courses enroll 18% of those taking classes, with about two-thirds oriented toward management topics. Other programs named less often include fire science, real estate, and landscaping.

Summary of Educational Participation

Eleven percent of the residents of Macomb County who are over the age of 25 are currently involved in some type of educational program, most of whom are under the age of 34. Residents who have tuition assistance available to them are almost twice as likely to actively pursue their education as those who do not.

About one-third of Macomb County's adults have taken courses at Macomb Community College at some time in their lives, and half (48%) of those currently taking classes are attending MCC. These students and past students have a higher participation rate in the county's workforce, particularly in professional and technical occupations. Residents of the eastern half of the county are somewhat more likely to have attended MCC than are those in the western sections.

The New Market

For this study, those adults who have not taken any classes at Macomb Community College are loosely categorized as MCC "non-students." While one-third of Macomb County's adults have attended Macomb Community College, this section describes the other two-thirds. In effect, they represent a population segment that MCC has not yet serviced, but might. Twenty-three percent of these people say they are planning on taking classes in the near future, designating a viable new market of 60,000 potential students, many of whom can be serviced by MCC's programs. Another 10% say they don't know or are not sure about taking classes.

Interest in Education

Interest in continuing their education is higher among the women than among the men who have had no experience at MCC (see Table 6). Interest is also highest among those under the age of 35, and declines significantly among those over 65. Younger women are definitely a major portion of this new market. Senior citizens, on the other hand, have not been shown to be a realistic market segment. Not only do they have lower levels of interest in education, but as a group, they are also greatly under-represented among Macomb's students and alumni (recall Table 3). Even for those senior citizens who do have educational interests, enrollment in classes on Macomb's campuses often means unfamiliar surroundings and transportation problems. Specialized classes for senior citizens may be better delivered off-campus, or by local high school continuing education programs.

Ironically, interest in taking classes is high among those people who do

Table 6

Question: Are you planning to take any classes in the near future, perhaps within the next year?

Response	All Non-Students	Age					
		25-39	30-34	35-39	40-49	50-64	65+
Yes	23%	33%	31%	26%	18%	22%	10%
No	67	47	52	61	72	71	86
Don't Know/ No Answer	10	20	17	13	10	7	4
(Base)	(342)	(45)	(42)	(51)	(50)	(100)	(51)

Response	---Gender---		--Tuition Reimbursement--	
	Female	Male	Available	Not Available
Yes	25%	19%	24%	31%
No	64	71	67	58
Don't Know	11	10	9	11
(Base)	(202)	(140)	(78)	(85)

	Mt Clemens	St Clair Shores	Sterling Hts	Warren/ Center Line	Richmond/ New Baltimore	Roseville/ East Detroit	Washington/ Romeo	Utica Fraser
Yes	18%	30%	30%	21%	6%	31%	27%	13%
No	64	63	59	70	83	58	73	71
DK/NA	18	7	11	9	11	11	0	16
(Base)	(56)	(30)	(56)	(84)	(18)	(45)	(11)	(31)

not have access to tuition reimbursement or assistance. As previously mentioned, such assistance is shown to increase the likelihood of educational involvement. Those who do not have financial help continue to show high levels of interest in education, but are unable to realize their hopes. This data

underscores the importance for MCC to work with employers and to encourage the development of tuition assistance plans. Tuition assistance provides MCC with access to new markets, provides an avenue for individuals to complete their educational goals, and provides employers with more educated and highly skilled workers.

Table 6 also reveals geographic areas where there are high levels of interest in taking courses. In particular, Roseville, East Detroit, Sterling Heights and St. Clair Shores are recommended as targeted areas to reach new adult students.

Course Content

Table 7 presents information about course content to serve the interests of this new market. All respondents who were not MCC students or alumni were asked to name an area of interest that they might study. These expressed interests are somewhat different that the courses actually being taken by those currently in school (recall Table 5). General education courses, business management, and computer classes were cited most frequently.

Table 7

Question: If you were to take any classes, what area of study would be most interesting to you?

	All non-Students	Community of Residence: Mt Clemens	St Clair Shores	Sterling Hts	Warren/ Center Line	Richmond/ New Baltimore	Roseville/ East Detroit	Washington/ Romeo	Utica Fraser
General Ed/ Liberal Arts	19%	18%	33%	20%	20%	17%	13%	--	16%
Business Mgmt	18	18	20	20	13	11	11	37	29
Computer	14	11	10	9	19	33	11	18	10
Tech/Voc Ed	9	4	7	5	13	--	16	9	6
Personal Int	8	12	3	9	8	17	--	9	10
Health	6	12	3	7	--	16	9	--	3
Bus/Clerical	6	2	10	11	3	--	7	--	7
Other	5	2	--	7	5	--	13	18	3
NA/None	17	21	14	12	19	6	20	9	16
(Base)	(342)	(56)	(30)	(56)	(84)	(18)	(45)	(11)	(31)

As a target community, St. Clair Shores expressed a greater interest in the general education and liberal arts curriculum (Table 7). Sterling Heights shows their interests split among general education courses and business management topics. Roseville and East Detroit do not follow the same trend as the other communities, but rather indicate a desire for technical and vocational training for themselves. Although Richmond and New Baltimore were not identified as areas expressing high levels of general interest in taking courses, they do show a great interest in taking computer classes. Other survey results show that 19% of the males cite technical/vocational courses as high interest fields whereas 23% of the women chose general education or liberal arts curriculum.

The same information regarding possible course interest can be analyzed by occupation of respondent to further identify possible students. As might be expected, the preferred area of study often relates to occupation. Thirty percent of those who operate machinery or who are skilled workers choose technical and vocational courses, while 32% of the business owners and managers and 32% of those in sales or clerical work select business management as their course of study. Professionals and technicians express the greatest interest in computer related courses. General education receives the most interest from service workers, fulltime students, and housewives.

Table 8

Question: If you were to take any classes, what area of study would be most interesting to you?

		Occupation					
Response	All Non-Students	Prof/ Tech	Owner/ Manager	Sales/ Cler	Oper/ Skilled	Service Worker	Student/ Hswf
Gen Ed/Lib Arts	19%	18%	16%	4%	7%	33%	22%
Business Mgmt	18	16	32	35	7	6	14
Computer	14	23	16	21	15	6	10
Tech/Voc Ed	9	14	9	--	30	6	--
Personal Int	8	5	6	4	3	16	12
Health	6	5	3	8	--	--	12
Bus/Clerical	6	5	9	8	3	6	8
Other	5	7	3	4	10	--	5
None/NA	17	7	6	16	25	27	17
(Base)	(340)	(43)	(32)	(49)	(40)	(18)	(89)

History of the New Market's Participation

A majority of Macomb County residents (62%) who have never been to MCC have not taken a class for ten years or more, but 10% do so fairly regularly (see Table 9). The age distribution of the respondents reveals three points of interest: (1) after a five year educational lapse, these people tend not to go back to school, resulting in increasing percentages of educational non-activity as they grow older; (2) a sizable proportion (54%) of the young adults 25 to 29 have attended classes within the last 5 years, as might be expected by traditional educational patterns, but even more so than their preceding age cohort; and (3) the most recent class participation -- that within the last year -- has been highest among people in their 30's. About one-sixth of the people in their 30's appear to have been able to incorporate education as an ongoing activity in their lifestyle, compared to one-tenth of the population that is continually going to school, regardless of age.

Table 9

Question: How long has it been since you were last in a class of any kind?

Response in Years	All Non-Students	Age					
		25-29	30-34	35-39	40-49	50-64	65+
Less than 1	10%	9%	14%	16%	10%	7%	8%
1-5	13	45	9	16	4	9	2
5-10	10	22	17	11	8	4	4
10 +	62	11	48	53	74	75	86
Don't know/ No Answer	5	13	12	4	4	5	--
(Base)	(342)	(45)	(42)	(51)	(50)	(100)	(51)

The supposition that children and family responsibilities stop participation in education is unfounded in this study, although they are viewed as difficulties. People with dependent children living at home are not statistically different from those without children with regard to the length of time since they have taken courses. This does not presume that such responsibilities have no effect, however. The younger adults, who normally tend to have a higher participation rate, are more apt to be the parents of dependent children. Also, it may be that any increased difficulties encountered by parents are overcome by increased motivation.

Table 10

Question: How long has it been since you were last in a class of any kind?

Response in Years	All Non-Students	With Children	Without Children
Less than 1	10%	12%	8%
1-5	13	11	15
5-10	10	14	7
10 +	62	59	63
Don't know/ No Answer	5	4	7
(Base)	(342)	(155)	(180)

Barriers to Participation

Twenty-two percent of the county's adults who have never been to Macomb Community College say there are no obstacles that they would have to overcome before entering college (see Table 11), but 58% named some impediment to their educational participation. Obstacles that were cited were widely varied, although they centered somewhat around paying the cost of education, and fitting it in around work commitments and personal schedules.

Tuition reimbursement or assistance is a major factor in removing barriers to college. Financial situations are perceived to be a problem for only half as many people (11%) among those who have access to tuition assistance from their employer compared to 25% among those who have none of this type of support. Financial problems decrease with the age of the respondent, posing the greatest problem for younger adults.

As noted earlier, people with dependent children (11%) do view family responsibilities as an educational obstacle. This is balanced, however, among those without children by increased age and health concerns. Likewise, for those respondents under 40 years of age, family responsibilities were a significant concern, but were replaced by health and age concerns among respondents who were over 50. Some of the "other" obstacles that were cited occasionally by residents who were interviewed include such things as transportation, entrance exams, the need to develop better study habits, and the need to overcome "being afraid."

Table 11

Question: What obstacles do you feel you might have to overcome before you enter college?

	All Non-Students	Tuition Reimbursement Available	Tuition Reimbursement Not Available	Dependent Children With	Dependent Children Without
Financial	14%	11%	25%	16%	12%
Time/Work	12	22	15	16	10
Age/Health	10	4	5	3	15
Family Resp.	7	3	6	13	1
Motivation	5	8	2	6	4
Other	10	4	11	8	11
None	22	33	15	22	22
DK/NA	20	15	21	16	25
(Base)	(342)	(78)	(85)	(155)	(180)

	All Non-Students	Age					
		25-29	30-34	35-39	40-49	50-64	65+
Financial	14%	27%	17%	19%	10%	8%	6%
Time/Work	12	27	19	14	14	7	--
Age/Health	10	--	--	--	2	19	24
Family Resp.	7	13	14	16	2	--	2
Motivation	5	--	2	2	6	10	4
Other	10	4	5	10	12	14	10
None	22	7	17	21	32	26	23
DK/NA	20	22	26	18	20	16	31
(Base)	(342)	(45)	(42)	(51)	(50)	(100)	(51)

The obstacle of child care responsibilities might be lessened by the use of nearby drop-in child care centers. Almost one-fourth of the new adult market said such a facility would make class attendance more probable (see Table 12). In the opposing vein, 44% of those with dependent children living with them said it would not make a difference in their likelihood of attending

classes, although 39% said it would. This solution was thought to be helpful among people in their 30's, and particularly among women. St. Clair Shores and Mt. Clemens are the areas claiming the greatest need for drop-in day care facilities.

Table 12

Question: Would you be more apt to attend classes if a drop-in care center for children was available nearby?

Response	All Non-Students	Age					
		25-29	30-34	35-39	40-49	50-64	65+
Yes	23%	31%	43%	39%	16%	13%	8%
No	55	47	31	45	70	61	61
DK/NA	22	20	26	16	14	26	31
(Base)	(342)	(45)	(42)	(51)	(50)	(100)	(51)

Response	All Non-Students	Gender		With Dependent Children
		Female	Male	
Yes	23%	27%	16%	39%
No	55	53	58	44
DK/NA	22	20	26	17
(Base)	(342)	(202)	(139)	(155)

	Community of Residence							
	Mt Clemens	St Clair Shores	Sterling Hts	Warren/ Center Line	Richmond/ New Baltimore	Roseville/ East Detroit	Washington/ Romeo	Utica Fraser
Yes	30%	30%	23%	21%	17%	18%	27%	19%
No	43	40	57	62	33	56	46	68
DK/NA	27	30	20	16	50	26	27	13
(Base)	(56)	(30)	(56)	(84)	(18)	(45)	(11)	(31)

Preferred Class Schedules

Table 13 confirms that the preferred times for taking courses are consistent with Macomb's current course schedules, with 41% of the adults choosing evening offerings, followed by weekday mornings. This is not true, however, for retired persons, housewives, and fulltime students. This group prefers mornings, with afternoons as their second choice. Evenings are not as strongly desired as a classtime by the unemployed, either.

Table 13 also displays information helpful in considering the possibility of maximizing facility use by offering courses at off-peak times. Enrollments could be increased by matching course offerings at these times with particular occupations. Weekend courses are more appealing to salespersons, clerical workers, operatives, and skilled workers, and somewhat less to professionals and technicians. By geographic area, weekend courses are more apt to attract students at South Campus, or off-site in Warren, Centerline, Sterling Heights, Washington, and Romeo.

Afternoon courses might best be offered to those out of the workforce, including retirees, housewives, fulltime students, and the unemployed, although business owners and managers expressed some interest in afternoon courses for themselves. Afternoon courses are recommended to be offered to the residents of Utica, Fraser, and St. Clair Shores.

Table 13

Question: If you were to take a class, would morning, afternoon, evening or weekends be most convenient for you?

Response	All Non-Students	Occupation: Prof/Tech	Owner/Manager	Sales/Cler	Oper/Skilled	Service Worker	Student/Hswf	Retired
Mornings	29%	12%	9%	22%	10%	17%	54%	44%
Afternoons	12	--	16	4	5	6	18	24
Evenings	41	70	66	49	58	61	17	16
Weekends	6	9	6	10	12	--	1	--
DK/NA	12	9	3	14	15	16	10	16
(Base)	(342)	(43)	(32)	(49)	(40)	(18)	(89)	(55)

	Community of Residence: Mt Clemens	St Clair Shores	Sterling Hts	Warren/Center Line	Richmond/New Baltimore	Roseville/East Detroit	Washington/Romeo	Utica Fraser
Mornings	39%	33%	25%	28%	39%	24%	18%	19%
Afternoons	7	17	14	11	--	11	--	29
Evenings	39	47	43	37	44	36	64	36
Weekends	*	--	9	10	--	4	9	6
DK/NA	11	3	9	14	17	25	9	10
(Base)	(56)	(30)	(56)	(84)	(18)	(45)	(11)	(31)

In meeting the needs of this new market of potential students, the course offering format is also important. As Table 14 shows, those who have not been to MCC tend to prefer attending a longer, once-a-week class rather than one broken into twice weekly meetings. Only salespersons and clerical workers prefer to go to class meetings twice a week. The once-a-week format is most strongly preferred by residents of Sterling Heights, Washington, Romeo, and St. Clair Shores.

Table 14

Question: Would it be better for you to take a class that met for 3 hours once a week, or for one and a half hours twice a week?

		Occupation						
Response	All Non-Students	Prof/ Tech	Owner/ Manager	Sales/ Cler	Oper/ Skilled	Service Worker	Student/ Hswf	Retired
Once a week	48%	61%	56%	37%	53%	67%	43%	42%
Twice a week	39	30	41	47	30	22	43	38
DK/NA	13	9	3	16	17	11	14	20
(Base)	(340)	(43)	(32)	(49)	(40)	(18)	(89)	(55)

	Community of Residence							
	Mt Clemens	St Clair Shores	Sterling Hts	Warren/ Center Line	Richmond/ New Baltimore	Roseville/ East Detroit	Washington/ Romeo	Utica Fraser
Once a week	36%	53%	55%	46%	50%	47%	55%	48%
Twice a week	50	40	34	42	33	29	27	39
Don't Know	14	7	11	12	17	24	18	13
(Base)	(56)	(30)	(56)	(84)	(18)	(45)	(11)	(31)

The location of courses preferred by these adults is the college campus (Table 15). This dispels the assumption that people unfamiliar with the college's campuses would be hesitant to come to them. For the majority of adults unfamiliar with Macomb, the campus itself does not pose a barrier. This does not, however, contradict the advantages of offering classes at their place of work. Table 15 presents the opinions of individuals presumably responding to the concept of taking classes on their own, and does not include the preferences of employers, or of a work group offered a packaged program. Even in light of this, 26% of the individuals choose the convenience of their work place as the preferred location for classes. This preference for workplace delivery is higher among blue-collar workers.

Another significant aspect of this data is the low percentage (9%) who feel that location doesn't matter. The location of the delivery site is important to prospective students.

Table 15

Question: Would you be more apt to take a course if it was offered at your place of work or on the college campus?

		Occupation						
Response	All Non-Students	Prof/ Tech	Owner/ Manager	Sales/ Cler	Oper/ Skilled	Service Worker	Student/ Hswf	Retired
Work	26%	35%	28%	39%	38%	44%	12%	6%
Campus	52	49	63	41	40	44	61	58
Doesn't matter	9	9	9	6	2	--	16	11
DK/NA	13	7	--	14	20	11	11	25
(Base)	(342)	(43)	(32)	(49)	(40)	(18)	(89)	(55)

The Importance of Degree Credit

The adults of Macomb County are not particularly interested in receiving credit toward an associate degree. Table 16 shows that associate degree credit is preferred by less than half (43%) of the adults who have never been to MCC. It is somewhat more important to women, and to people who are currently in service occupations. The preference is particularly low among professionals and technicians, perhaps because they already have appropriate credentials for their occupation. People who have extensive educational backgrounds are still interested in specific courses, but not in obtaining an associate degree.

Table 16

Question: If you were to take a class at Macomb Community College, would it be important to you to receive credit toward an associate degree?

Response	All Non-Students	--- Gender --- Male	Female
Yes	43%	34%	49%
No	46	52	42
DK/NA	11	14	9
(Base)	(342)	(1[illegible])	(202)

	---------- Occupation ---------- Prof/ Tech	Owner/ Manager	Sales/ Cler	Oper/ Skilled	Service Worker	Student/ Hswf	Retired
Yes	30%	50%	43%	45%	72%	42%	33%
No	61	50	43	35	17	48	54
DK/NA	9	--	14	20	11	10	13
(Base)	(43)	(32)	(49)	(40)	(18)	(89)	(55)

College Entrance

Half of the residents (49%) who have never been to Macomb Community College are aware that people without high school diplomas can attend Macomb (see Table 17). The importance of this fact is brought into focus by 1980 Census information, showing that 31% of Macomb County residents 25 or older do not have a high school diploma. People under the age of 40 seem to be less aware of this than are others, even though they show the greater interest in taking classes at Macomb. The communication of MCC's acceptance of those without a diploma should be targeted toward those under 40, and particularly to residents of Sterling Heights, St. Clair Shores, Utica and Fraser.

Table 17

Question: Are you aware that people without a high school diploma can attend Macomb Community College?

Response	All Non-Students	Age 25-29	30-34	35-39	40-49	50-64	65+
Yes, aware	49%	38%	31%	39%	56%	64%	49%
No, not aware	44	49	57	57	42	29	47
DK/NA	7	13	12	4	2	7	4
(Base)	(342)	(45)	(42)	(51)	(50)	(100)	(51)

	Mt Clemens	St Clair Shores	Sterling Hts	Warren/ Center Line	Richmond/ New Baltimore	Roseville/ East Detroit	Washington/ Romeo	Utica Fraser
Yes	57%	47%	30%	52%	67%	53%	54%	48%
No	32	50	64	42	28	36	46	48
DK/NA	11	3	5	6	5	11	--	3
(Base)	(56)	(30)	(56)	(84)	(18)	(45)	(21)	(31)

If a placement test were required of all students new to the college, two-thirds (69%) of these students would want to take the test to find out the results for their own knowledge (see Table 18). Those people who would be most against taking such a test are retirees, and business owners, managers, and public officials.

Table 18

Question: If placement test were required of all new college students to determine the level of courses they should take, would you want to (a) take the test to find out the results for your own knowledge, (b) take the tests just because it was required, or (c) not want to take the test?

		Occupation						
Response	All Non-Students	Prof/ Tech	Owner/ Manager	Sales/ Cler	Oper/ Skilled	Service Worker	Student/ Hswf	Retired
Take for results	69%	67%	72%	65%	78%	78%	72%	54%
Just take	8	9	12	8	5	6	8	9
Not want to take	12	14	16	8	5	5	11	24
Don't know/ No Answer	11	10	--	19	12	11	9	13
(Base)	(342)	(43)	(32)	(49)	(40)	(18)	(89)	(55)

Summary of the New Market

Twenty-three percent of Macomb County's adults who are not currently taking classes say they are planning on taking classes in the near future. This presents an estimated potential new market of about 60,000 people. Interest in continuing their education is higher among women, people under the age of 35.

and those who do not have tuition assistance. Communities that express a higher level of interest than others are Roseville, East Detroit, Sterling Heights and St. Clair Shores. General education courses, business management, and computer classes are given most frequently as topics of interest.

Most of the adults who have never been to Macomb have not taken a class anywhere for over ten years, but about 10% of these people participate regularly in educational programs at other institutions. Obstacles to educational participation for those who have not taken a class at Macomb were found to center around financial concerns (14%) and work commitments and schedules (12%). People with dependent children view family responsibilities as a major obstacle, with 39% of them saying a drop-in child care center would increase their ability to attend classes. Adults over the age of 50 tend to be prohibited more by age and health problems.

Schedules preferred by almost half of these people include evening course offerings presented through longer, once-a-week sessions. Most of them (52%) prefer the college campus as the class site although one-fourth choose the convenience of their workplace. Less than half (43%) of these adults are interested in receiving credit toward an associate degree. Forty-four percent are unaware that a high school diploma is not needed to attend Macomb, and two-thirds say they would want to take a placement test to have the results for their own knowledge.

Macomb's Students and Alumni

Of the 500 Macomb County adults 25 or older who were surveyed, 32% have taken or are presently taking classes at Macomb Community College. Their responses represent the needs and attitudes of Macomb's current adult students and alumni.

Reasons for Attending Macomb

Almost half of the people over 25 who have come to Macomb have come to improve their job skills (see Table 19). University transfer credit was cited as a main objective by only 12% of these respondents. These results are considerably different from other data on student populations that include 17 to 24 year old students. For example, surveys were conducted by Macomb Community College to determine the primary objective of graduates of the 1981-1982 academic year, and of students who did not graduate but did not return for additional classes the following year. Those groups which include the younger students have a much higher interest in preparation for a new job (39%, 34%) and in obtaining university transfer credit (33%, 27%) than do the adult students.

Adults who are clerical workers and salespeople are particularly interested in improving their job skills (64%). People in management seem to come to Macomb to prepare themselves for new jobs (32%) as well as upgrading current job skills (37%). Fulltime adult students and housewives are more inclined than other adults to take courses for their own personal interests (30%).

Table 19

Question: Would you say that your primary objective in attending Macomb Community College was mainly to improve job skills, prepare for a new job, obtain university transfer credit or as a result of personal interest?

Response	MCC Students & Alumni 25+	81-82 MCC Graduates	81-82 Non-returning Students
Improve job skills	46%	15%	24%
Prepare for a new job	22	39	34
Transfer credit	12	33	27
Personal interest	18	4	12
Other/Don't know	2	9	3
(Base)	(158)	(1436)	(711)

Response	MCC Students & Alumni	Occupation: Prof/ Tech	Owner/ Manager	Sales/ Cler	Oper/ Skilled	Service Worker	Student Hswf
Improve job skills	46%	49%	37%	64%	44%	46%	35%
Prepare for a new job	22	28	32	14	24	18	13
Transfer credit	12	9	10	14	8	9	18
Personal interest	18	12	16	7	24	18	30
Other/DK/NA	2	2	5	1	--	9	4
(Base)	(158)	(43)	(19)	(28)	(25)	(11)	(23)

Satisfaction with MCC

Satisfaction with the educational experience at Macomb, whatever the objective in attending, is very high. When rated on a 4-point scale with 1 representing very satisfied and 4 representing very dissatisfied, Macomb receives a mean score of 1.43, halfway between "very satisfied" and "somewhat satisfied". This rating is even stronger among adults in sales and clerical occupations, and among service workers, with 82% and 73% respectively responding "very satisfied."

Table 20

Question: How satisfied were you with your educational experiences at Macomb? Would you say you were very satisfied, somewhat satisfied, somewhat dissatisfied, or very dissatisfied?

	MCC	Occupation					
Response	Students & Alumni	Prof/ Tech	Owner/ Manager	Sales/ Cler	Oper/ Skilled	Service Worker	Student Hswf
Very satisfied	63%	58%	58%	82%	48%	73%	65%
Somewhat satisfied	30	33	21	18	44	27	35
Somewhat dissatisfied	5	9	11	--	4	--	--
Very dissatisfied	1	--	5	--	4	--	--
Don't know/ No answer	1	--	5	--	--	--	--
Mean*	1.43	1.51	1.61	1.18	1.64	1.27	1.35
(Base)	(158)	(43)	(19)	(28)	(25)	(11)	(23)

* 1 = Very Satisfied
2 = Somewhat Satisfied
3 = Somewhat Dissatisfied
4 = Very Dissatisfied

One quarter of the adult students and alumni feel they encountered no major problems or inconveniences at Macomb Community College (Table 21). Of those who could name a problem, parking seemed to be the greatest one, including such aspects as dark parking lots, ice and winter conditions, traffic and crowding, and especially the distance from the parking lots to the classrooms. The perception of parking as a problem was independent of the age of the respondent.

These adults, particularly the ones under 30, are stringent critics of their instructors, with 12% naming course instruction as a problem. They cited problems with teacher attitudes, presentation of the material, and not getting their money's worth in course content. They also reported problems with scheduling the classes they wanted (10%).

Table 21

Question: What was the worst problem or inconvenience that you encountered at Macomb Community College?

Response	MCC Students & Alumni	Age 25-29	30-34	35-39	40-49	50+
None	26%	18%	33%	36%	15%	32%
Parking	20	18	24	14	24	18
Instruction	12	21	15	14	6	4
Class scheduling	10	11	9	--	24	--
Admission/Registration	4	8	6	4	--	--
Student Services	3	3	3	4	--	4
Other	15	13	--	23	22	18
Don't Know/NA	10	8	9	5	8	22
(Base)	(158)	(38)	(33)	(22)	(37)	(28)

Program Completion

The study reports that 57% of present and past students did not receive a degree or certificate (Table 22). A combined total of 40% said they did receive an award. Since this group represents one-third of the county adult population but only 13% can be expected to be students currently pursuing their formal education, these data suggest that a good portion of Macomb alumni are interested in taking selected courses that fit their needs, and not necessarily interested or motivated to get a degree from Macomb. Adults who operative machinery or who are skilled craftsmen are most likely to have earned an associate degree, and service workers tend to have received a certificate.

Table 22

Question: Did you receive a degree or certificate?

Response	MCC Students & Alumni	Occupation					
		Prof/ Tech	Owner/ Manager	Sales/ Cler	Oper/ Skilled	Service Worker	Student Hswf
Degree	17%	21%	21%	7%	24%	18%	9%
Certificate	13	12	5	14	12	36	4
Both	10	9	5	11	8	9	22
No award	57	56	63	68	52	36	65
DK/NA	3	2	6	--	4	1	--
(Base)	(158)	(43)	(19)	(28)	(25)	(11)	(23)

Completion of a degree or certificate program was not the goal of many of Macomb's students. Table 23 shows that about half of the past and present students who were surveyed say they completed their educational goal. As might be expected, the percentage is much higher among those who received degrees (74%). Yet, over one-third of those who received no award still say they have completed their goal. This further supports the premise that adults do not necessarily attend MCC to receive a certificate or an associate degree.

Even more enlightening is the fact that 26% of those who received a degree, or both a degree and a certificate, say they have not completed the educational goal they wanted to complete at Macomb. This suggests that Macomb's graduates are still potential educational consumers.

Table 23

Question: Did you complete the educational goal that you wanted to complete at Macomb?

Response	MCC Students & Alumni	Those who received a degree or a degree & certificate	Those who received a certificate only	Those who received no award
Yes	48%	74%	57%	36%
No	48	26	43	61
DK/NA	4	--	--	--
(Base)	(158)	(42)	(21)	(90)

For adults who did not complete their goal at Macomb, the most often cited reason was one of time and work demands (Table 24). These responses dealt with schedule conflicts between work and class, demands of a new job or increased work hours, or lack of time to study. Other major reasons for not completing included transfer to another college, the demands of family responsibilities or situations, problems with financing their education, or not being motivated to finish.

Table 24

Question: Did you complete the educational goal you wanted to complete at Macomb? If not, why?

Response	All Those Who Did Did Not Complete
Time/Work	26%
Transfer	14
Family	13
Financial	7
Motivation	7
Age/Health	4
Other	14
DK/NA	15
(Base)	(76)

Most of Macomb students and alumni (85%) feel that the college is offering the right programs to satisfy their educational needs. Table 25 shows that adults in sales and clerical occupations are least likely to have this perception, with 11% responding "no" and 7% being unsure. Those who said "no" were asked about the kind of program they needed, with some replying with programs that already exist at Macomb, and others saying they needed a four-year institution.

Table 25

Question: In your opinion, do you feel that the college offers the right programs to satisfy your learning needs?

Response	MCC Students & Alumni	Occupation					
		Prof/ Tech	Owner/ Manager	Sales/ Cler	Oper/ Skilled	Service Worker	Student Hswf
Yes	85%	84%	95%	79%	88%	100%	92%
No	9	12	--	11	12	--	4
No needs	2	2	--	3	--	--	--
DK/NA	4	2	5	7	--	--	--
(Base)	(158)	(43)	(19)	(28)	(28)	(11)	(23)

Use of Support Services

The support services that Macomb offers to students were rated on a scale from excellent to poor by the adults who had used them. The recreation facilities and cultural affairs events received the highest ratings. They were rated between excellent and good, along with meeting rooms, student activities, intramural and varsity sports, and continuing education courses. Men tended to rate student activities and sports much higher than did women, and women were more pleased with the continuing education courses than were male students and alumni. Average ratings between good and fair were received by admissions, financial aid, job placement, and counseling and academic services.

Counseling and academic services were rated lower by adults under the age of 34, especially those with dependent children and those currently in professional or technical occupations. The complaints about counseling and academic services tend to center around misinformation and unavailability of counselors. There seemed to be a lack of understanding or difference in expectations between the counselors and those student who were dissatisfied (see verbatim comments in the appendix).

Job placement received lower ratings from people with dependent children, although those under the age of 30 and people who are operatives and skilled craftsmen tended to be somewhat more positive toward placement. Suggestions for improvement of job placement indicated a need for career counseling to be integrated with the job placement service. The data also revealed that the needs of the adult student for job placement services were quite different from the younger traditional student, and that these differences were not being addressed.

Financial aid requirements were criticized by those who rated financial aid services fair or poor, along with the sluggish process. Housewives, in particular, do not feel they have adequate access to financial aid.

Impressions about the admissions process seemed to improve with the age of the respondent. Most of the comments were about the long lines at registration and closed classes.

Table 26

Question: I'm going to read a list of support services and resources offered by the College. Please tell me if you found the service to be excellent, good, fair or poor.

Response	Excellent	Good	Fair	Poor	Used but Don't Know	Did Not Use	Mean*
Recreation Facilities	19	26	1	1	6	47	1.64
Cultural Affairs	17	23	4	--	7	49	1.70
Meeting Rooms	6	21	1	1	9	62	1.84
Student Activities	5	25	1	--	6	63	1.86
Intramural/Varsity Sports	3	15	1	--	9	72	1.93
Continuing Education Courses	8	44	3	1	8	36	1.97
Admissions	10	64	15	4	3	4	2.14
Financial Aid	5	12	3	3	11	66	2.17
Job Placement	3	16	3	2	10	66	2.22
Counseling/Academic Services	7	40	13	6	3	31	2.27

*1 = Excellent 2 = Good 3 = Fair 4 = Poor

Table 26 also presents information on the levels of use of each of the services offered to students. Seventy-two percent of the students and alumni have not used the intramural and varsity sports, and two-thirds of them have not used financial aid and job placement services. The greatest levels of service use, other than admissions, was experienced by counseling and academic

services and by continuing education courses, with about two-thirds of those interviewed having taken advantage of these services.

Suggestions for additional support services to meet the needs of these adult learners were solicited. Their advice centered around (a) counseling, including career advisement; (b) transportation, both to and around the campus; (c) a support system for women, including day care; and (d) the desire to have a four-year college at Macomb. Suggestions of particular classes that might be offered were for refresher courses, and courses on stock investment, employment, single parenting, and communicating with the public. Technology uses mentioned by respondents include television courses and modem access to the mainframe computer for programming students.

The convenience of support services also depends upon their hours of operation. Most adults who have been at Macomb (83%) feel that the student support services operate at times suitable to their needs (Table 27). However, 14% of those in professional and technical occupations, and 16% of those who are operatives or skilled craftsmen have at least some need for the availability of support services at different times.

Table 27

Question: Do you think that the hours of operation of support services are suitable for your needs?

Response	MCC Students & Alumni	Occupation					
		Prof/ Tech	Owner/ Manager	Sales/ Cler	Oper/ Skilled	Service Worker	Student Hswf
Yes	83%	81%	74%	89%	84%	82%	87%
No	9	14	5	4	16	9	9
Don't know	6	5	16	4	--	9	4
No answer	2	--	5	3	--	--	--
(Base)	(158)	(43)	(19)	(28)	(25)	(11)	(23)

There was also a need expressed by these adult students (27%, Table 28) to have additional deans or administrators available during evening hours. This seemed to be more important to those adults in their early thirties, and to those over 50 years of age.

Table 28

Question: Do you think there is a need for additional deans or administrators to work during evening hours?

Response	MCC Students & Alumni	Age				
		25-29	30-34	35-39	40-49	50+
Yes	27%	24%	37%	27%	19%	32%
No	46	60	30	46	51	39
Don't Know	24	13	33	23	30	21
No answer	3	3	--	4	--	8
(Base)	(158)	(38)	(33)	(22)	(37)	(28)

Reasons for Non-use

Perceptions are gained from friends and relatives, as well as from personal experiences. The perceptions of adults who have attended Macomb Community College may be helpful in determining why others have not attended. The greatest problem is perceived to be the demands on the adult learner's time, especially by people in their 30's. This is supported by actual enrollment trends, whereby the average number of credit hours carried by adult students is less than that carried by traditional students. Adult learners compromise between their education and other responsibilities, taking their classes over an extended period of time and fitting them in with other endeavors. The cost of education is seen as a problem by people under 35. After the age of 35, apprehension about taking classes increases, and communication about course offerings becomes a problem.

Table 29

Question: In your opinion, why do you think a large number of adults don't take courses at the college?

Response	MCC Students & Alumni	Age				
		25-29	30-34	35-39	40-49	50+
Not enough time	30%	26%	46%	46%	24%	10%
Not interested	13	18	6	14	11	18
Too expensive	11	18	15	4	8	7
Unaware of them	11	8	6	--	13	29
Afraid/Don't think they could succeed	9	8	6	14	11	10
Other	15	11	12	9	22	4
Don't know/NA	11	11	9	13	11	8
(Base)	(158)	(38)	(33)	(22)	(37)	(28)

The reasons for not using the college's services and facilities were sought in a similar manner. The results show that 45% of the county's adults perceive unawareness of the services and facilities as the main reason for lack of use (Table 30). People in their 30's were less likely to say this; they were more apt to view people as too busy.

Table 30

Question: In your opinion, why do you think a large number of adults don't use the college's services and facilities?

Response	MCC Students & Alumni	Age				
		25-29	30-34	35-39	40-49	50+
Unaware	45%	53%	33%	32%	49%	54%
Too busy	21	16	33	41	13	7
No Interest	8	8	3	4	11	14
Fear	5	5	9	--	8	--
Expense	1	--	--	4	3	--
Other	7	5	6	5	8	11
Don't Know/NA	13	13	15	14	8	3
(Base)	(158)	(38)	(33)	(22)	(37)	(28)

Summary of Macomb's Students and Alumni

Almost half of the people over 25 who have come to Macomb have done so to improve their job skills. University transfer credit is the primary objective of only 12% of these adults. Forty percent had received an award from Macomb, but of these graduates, 26% said they had not yet completed the goal they wanted to complete at Macomb. In addition, 36% of the students who had not received any award said they had completed their goal. Time and work demands

was most often given as the reason for not completing their educational goal.

Satisfaction with the experience at Macomb is given as "very satisfied" by 63% of these adult students, and "somewhat satisfied" by another 30%. Most feel that the college is offering the right programs to meet their needs. One fourth of the respondents felt they encountered no major problems or inconveniences at the college. Of those who cited problems, parking was viewed as the main one.

Ten of the support services were found to have varied in use from about one-third to two-thirds of past and present students. Lowest levels of use were named for intramural and varsity sports, while highest use was found for counseling and academic services, and for continuing education courses. Users gave very high ratings to the recreation facilities, and to cultural affairs. Lower ratings were given to job placement services, citing a need for career counseling, and to counseling and academic services, indicating that misinformation and counselor availability were problems. The hours of operation of support services are viewed as meeting their needs, but one-fourth of the adults feel that additional administrators are needed during the evening hours.

Available time is thought to be the main factor in an adult's decision whether or not to go to college. The use of facilities and services, however, is seen to depend on awareness of them.

Recommendations

Adult students have been found to differ considerably from the traditional college student. Their needs center around their work and family, and their educational pursuits have to mesh with these aspects of their lifestyle. This survey has revealed a number of college actions that could assist the adult learner, although the feasibility of these actions is yet to be considered.

1. Pursue new sources of financial aid for adult students.
    a. Work with employers to encourage the development of tuition assistance plans and convenient procedures.
    b. Inform legislators of the critical role of financial aid in the education of Macomb County residents.
    c. Assist housewives in finding existing financial aid sources.
2. Integrate career counseling into job placement services.
3. Target subgroups of adult learners.
    a. Further assess the educational interests of Roseville, East Detroit, Sterling Heights, and St. Clair Shores.
    b. Offer computer courses in the northeast section of the county (Richmond/New Baltimore).
    c. Address the desire for business management classes for secretaries and salespeople through weekend classes.
4. Provide communication to heighten the awareness of adult learners about specific topics.
    a. Promote the knowledge that a diploma is not needed to take classes at MCC.
    b. Distribute the location, hours, and other information about the private day care centers that are available nearby.
    c. Increase information about the availability of support services.
5. Address the problems of transportation, including parking space and convenience.

APPENDIX A

Questionnaire

ADULT LEARNER SURVEY
October 1984

Hello. This is _____ from the Center for Community Studies at Macomb Community College. We're doing a survey to find out what Macomb County residents think about some important issues. Your telephone number has been selected at random by computer. Have I reached a home in Macomb County?

IF NO, TERMINATE WITH THANKS

In this household, I need to speak to a (man/woman) who is 25 years of age or older. Is there someone 25 years or older I can speak to?

WHEN THE SELECTED PERSON IS NOT HOME, GET THEIR FIRST NAME AND THE BEST TIME TO CALL BACK _____

1. What do you think is the number one problem facing the citizens of Macomb County? (ASK AS OPEN END)

Unemployment.....1
Crime.....2
Taxes.....3
Education.....4
Waste Disposal.....5
Economy.....6
Public Services and Roads....7
Other_____8
(write-in)
NA/DK.....9

2. Do you think the state should put more money into higher education?

Yes.....1
No.....2
DK.....8
NA.....9

3. Do you think Macomb Community College has a reputation among County residents of being their first choice for higher education?

Yes.....1
No.....2
DK.....8
NA.....9

4. Have you ever taken any courses at Macomb Community College?

Yes.....1
No.....2
NA.....9

5. Are you currently enrolled in classes at any educational institution?

Yes.....1
No.....2
DK.....8
NA.....9

6. (IF YES) Where?

7. What is your major or program of study?

IF NOT CURRENTLY A STUDENT, CONTINUE.

IF CURRENTLY A STUDENT AT MACOMB, GO TO QUESTION 19

IF CURRENTLY A STUDENT ELSEWHERE, GO TO STATISTICAL QUESTIONS ON LAST PAGE.

(ASK QUESTIONS 7-18 ONLY TO NON-STUDENTS)

8. Are you planning to take any classes in the near future, perhaps within the next year?

Yes.....1
No.....2
DK.....8
NA.....9

9. How long has it been since you were last in a class of any kind?

0 up to 1 year.....1
1 up to 5 years.....2
5 up to 10 years.....3
Over 10 years.....4
DK.....8
NA.....9

10. If you were to take any classes, what area of study would be most interesting to you? (OPEN END)

11. What obstacles do you feel you might have to overcome before you would enter college?

12. If you were to take a class, would morning, afternoon, evening, or weekends be most convenient for you?

Morning.....1
Afternoon.....2
Evening.....3
Weekend.....4
DK.....8
NA.....9

13. Would it be better for you to take a class that met for 3 hours once a week, or for one and a half hours twice a week?

3 hours once a week.....1
1 1/2 hours twice a week.....2
DK.....8
NA.....9

14. Would you be more apt to attend classes if a drop-in care center for children was available nearby?

Yes.....1
No.....2
DK.....8
NA.....9

15. If you were to take a class at Macomb Community College, would it be important to you to receive credit toward an associate degree?

Yes.....1
No.....2
DK.....8
NA.....9

16. Would you be more apt to take a course if it was offered at your place of work or on the college campus.

Work.....1
Campus.....2
Doesn't matter.....3
DK.....8
NA.....9

17. If placement test were required of all new college students to determine the level of courses they should take, would you want to (A) take the test to find out the results for your own knowledge, (B) take the tests just because it was required, or (C) not want to take the test?

(A) Take for results.....1
(B) Just take.....2
(C) Not want to take.....3
DK.....8
NA.....9

18. Are you aware that people without a high school diploma can attend Macomb Community College?

Yes, aware it is not needed..1
No, not aware.....2
DK.....8
NA.....9

SKIP TO STATISTICAL QUESTIONS (LAST PAGE) IF RESPONDENT HAS NEVER ATTENDED MACOMB (Q. 4)

(ASK ONLY OF PAST OR PRESENT MACOMB STUDENTS)

Now I'm going to ask some questions about your experience at Macomb Community College.

19. Would you say that your primary objective in attending Macomb Community College was mainly to improve job skills, prepare for a new job, obtain university transfer credit, or as a result of personal interest?

Improve job skills.....1
Prepare for a new job.....2
University tranfer credit....3
Personal interest.....4
Other_____5
DK.....8
NA.....9

20. How satisfied were you with your educational experiences at Macomb? Would you say you were very satisfied, somewhat satisfied, somewhat dissatisfied, or very dissatisfied.

Very satisfied.....1
Somewhat satisfied.....2
Somewhat dissatisfied.....3
Very dissatisfied.....4
DK.....8
NA.....9

21. What was the worst problem or inconvenience that you encountered at Macomb Community College? (OPEN END)

22. Did you receive a degree or certificate?

Yes, degree.....1
Yes, certificate.....2
Yes, both a degree and certificate.....3
No.....4
DK.....8
NA.....9

23. Did you complete the educational goal that you wanted to complete at Macomb?

Yes.....1
No.....2
DK.....8
NA.....9

24. (IF NO) Why?

25. In your opinion, do you feel that the college offers the right programs to satisfy your learning needs?

Yes.....1
No.....2
Have no learning needs.....3
DK.....8
NA.....9

26. (IF NO) What program of study do you need?

I'm going to read a list of support services and resources offered by the College. Please tell me if you found the service to be excellent, good, fair or poor.

	Excellent	Good	Fair	Poor	Used, but DK	Haven't Used NA
27. Admissions	1	2	3	4	8	9
28. Counseling/Academic services	1	2	3	4	8	9
29. Continuing Education courses	1	2	3	4	8	9
30. Financial Aid	1	2	3	4	8	9
31. Job Placement Center	1	2	3	4	8	9
32. Recreation Facilities	1	2	3	4	8	9
33. Student Activities	1	2	3	4	8	9
34. Cultural Affairs/Entertainment	1	2	3	4	8	9
35. Meeting rooms/Hall rental	1	2	3	4	8	9
36. Intramural & varsity sports	1	2	3	4	8	9

37. How could we improve the _____ services? (ASK ONLY OF THOSE SERVICES RATED FAIR OR POOR)

38. What service that we don't provide would help you if we did?

39. Do you think that the hours of operation of support services are suitable for your needs?

Yes.....1
No.....2
DK.....8
NA.....9

40. Do you feel there is a need for additional deans or administrators to work during evening hours?

Yes.....1
No.....2
DK.....8
NA.....9

41. In your opinion, why do you think a large number of adults don't take courses at the college? (ASK AS OPEN END)

Not enough time/too busy.....1
Afraid/don't think they could succeed.....2
Too expensive.....3
Not interested.....4
Unaware of them.....5
Other_____7
(write in)
DK.....8
NA.....9

42. In your opinion, why do you think a large number of adults don't use the college's services and facilities? (ASK AS OPEN END)

Not enough time/too busy.....1
Afraid/Don't think they could succeed.....2
Too expensive.....3
Not interested.....4
Unaware of them.....5
Other_____7
(write in)
DK.....8
NA.....9

Now, a few questions for statistcal purposes.

D1. What is your age?

25 - 29.....1
30 - 34.....2
35 - 39.....3
40 - 49.....4
50 - 64.....5
65 +.....6
NA.....9

D2. What is your occupation?

_____ (write in)

Unemployed/On strike/ laid off.....1
Professional/Technical.....2
Business Owner/Manager/ Supervisor/Public Official..3
Sales/Clerical.....4
Operative/Skilled craftsman..5
Service worker.....6
Student/Housewife.....7
Retired/Disabled.....8
None/Refused/NA.....9

D3. (IF EMPLOYED) Does your employer have a tuition assistance or reimbursement plan?

Yes.....1
No.....2
DK.....8
NA.....9

D4. Do you have dependent children living at home with you?

Yes.....1
No.....2
NA.....9

D5. Did you receive a copy of Macomb Community College's anniversary report?

Yes.....1
No.....2
DK.....8
NA.....9

D6. What is the zip code where you live?

48 _ _ _

THANK YOU FOR YOUR HELP ON OUR SURVEY!

D7. Sex of respondent (by observation)

Female.....1
Male.....2

APPENDIX B

Verbatim Comments

ADULT LEARNER SURVEY
VERBATIM COMMENTS

21. What was the worst problem or inconvenience that you encountered at Macomb Community College?

- parking
- none
- job conflicted with classes
- none
- personal
- traffic
- none
- none
- Parking is a big problem in the winter.
- none
- parking
- teacher
- parking
- dark parking lots at night
- none
- none
- Parking is a pain.
- The teachers don't care enough.
- computer time
- teacher's attitude towards teaching
- registration
- part-time instructors

- nothing really
- walking in cold
- none
- parking
- bad teacher, Dr. _____.
- parking problems
- none
- none
- Instructors were unprofessional morning and evening.
- Parking is too far. It takes too long to get to your classes.
- organization poor
- parking - long way to walk from class to car
- none
- reputation not prestigious enough 15 years ago
- scheduling takes too long
- none
- financial
- parking
- admission
- transportation
- scheduling
- big age difference in school
- Instructor, _____, bad teacher in Principles of Law.
- location - Lincoln High School
- none
- lighting between buildings important and parking lots

- transportation - too far
- not enough convenient hours
- bus service is poor to the campus
- none
- teachers
- none
- none
- Macomb was not convenient for me to get there.
- a place to hang my coat - other than that no problem
- classes not offered at a convenient time for me
- none
- Teachers were not qualified, did not teach the class properly, and did not explain their material to the fullest.
- parking
- schedule
- none
- instruction material in some classes poorly organized
- parking
- scheduling classes
- dese (sic)
- The problem was with the split program of having class at the high school.
- no problems
- from building to building - need more information on how to get there
- none
- none
- hospitals were far away

- nothing
- word processing work time
- Macomb didn't prepare for university
- overbooked classes
- computer room too full
- improve parking
- none
- late classes are too late
- younger students
- poor counseling
- none
- none
- none
- parking
- none
- parking
- The college did not provide a greater variety of hours.
- parking
- teacher
- so much time - schedule
- personal
- distance to travel to campus
- no problems
- none (Saturday classes)
- classes didn't last full-time on content - wants money's worth
- none

- none
- worst inconvenience was the parking problem
- instructors
- daily concellation of classes without notification
- working - try
- none
- parking
- don't know
- bad instructor - evening class
- felt that attending classes with younger students was inconvenient
- (politics on campus) Teachers spend more time with campus politics than with teaching the course!
- don't know
- unknowledgeable teacher - night teachers were better than day
- parking
- instructors
- Applied Tech - auto mechanics - scattered courses (around area)
- not enough parking
- none
- several instructors were poor
- becoming familiar with layout of campus
- scheduling
- thinks M.C.C. should offer more classes at Center Campus
- felt that the buildings were too far apart over at South Campus
- not accepted in Nursing Program
- none

- none
- Dean - instructor
- none
- none
- parking
- I had problems with parking.
- personnel
- registration
- first experience in registration was a big mess
- none
- being out here on campus at so many different times during the week
- one teacher who was fired
- professor wasn't down to earth enough to teach on the students' level
- none
- classes not on campus - auto mechanics
- none
- class time
- way around campus (got lost)
- ice on sidewalks
- none
- none
- parking at South Campus
- none

ADULT LEARNER SURVEY
VERBATIM COMMENTS

37. How could we improve the Admissions services?

- would be hard to improve
- (fair) understaffed
- speed it up - hard to get classes
- (fair) problem with registration - you could not mail register if you weren't a current student already and this made me miss a lot of classes I wanted
- (fair) long lines
- (fair) senior college
- (fair)
- (fair) long lines
- (fair) classes at variety of times
- (fair) lines too long
- (poor) admissions too confusing - don't have enough facilities
- (fair) run around - long lines
- (fair) too many steps to go through
- (fair) registration lines - closed classes
- (fair) When I attended Macomb, Admissions was a very overcrowded and hectic service because of lack of personnel and facilities. Feels that improving and enlarging staff will help.
- (fair)
- (poor) slow registration
- certain times to register - hard when you have a job
- (fair) don't know
- (poor) a lot of confusion - not organized

- (fair) lines too long - too slow
- (poor) The lines are too long at registration time.
- (fair) lines too long
- (fair) were not as helpful as they could have been
- (fair) scheduling
- (fair) too confusing
- (poor) long lines and classes were filled up
- (fair) too long - unorganized

ADULT LEARNER SURVEY
VERBATIM COMMENTS

37. How could we improve the Counseling/Academic services?

- (fair) didn't get answers
- (fair) didn't understand my problem and he did not give me any answers
- (fair)
- (fair) changed curriculum and took classes that weren't needed
- (fair) quality of counselors is poor I used
- (fair) more interest
- (poor) up-to-date equivalents
- (fair) counselor didn't help
- (fair) more counselors - long lines
- (fair) too salesmen like - need to be more down to earth
- (poor) They don't check carefully on you and the credits. I had the problem where I though I had enough credits, but did not when it was time to transfer. This problem caused me to have to take additional classes and prolonged my schooling.
- (fair) not enough time with students
- (poor) did not inform me with proper information on the Draft Board requirements
- (fair)
- (fair) did not know much about the field of my choice - being a musician
- (fair) O.K. but complains about counselors steering students wrong or not helping at all.
- (fair) do not give a good explanation to the question asked, and they did not understand me.
- (poor) not available when needed
- (poor) giving aptitude tests

- (poor) pushsd into class didn't want
- (poor) counselor showed freely source of information
- (fair) misguided about requirements by the counselors
- (poor) re-evaluate counselors
- (fair) were not as helpful as they could have been
- (fair) know what's going on with professions skill
- (fair) made appointments - not helpful - appointments broken
- (fair) more counseling
- (fair) didn't help

ADULT LEARNER SURVEY
VERBATIM COMMENTS

37. How could we improve the Continuing Education services?

- (fair) don't know
- (poor) subject matter is unadequate - teachers like in "never-never land"
- (fair) hours
- (fair) too salesmen like - need to be more down to earth
- (poor) not able to find right course
- (fair) more hands on experience
- (fair)

ADULT LEARNER SURVEY
VERBATIM COMMENTS

37. How could we improve the Financial Aid services?

- (poor) no answer
- (fair) takes forever to get your paperwork together
- (poor) very slow
- (fair)
- (fair) was refused when laid-off from work - requirement not equitable with young students living with parents
- (poor) become better prepared to handle the problems of Veterans
- (fair) got run around but finally got some
- (poor) doesn't offer enough aid or give it to the people who need it
- (poor) I wanted to be considered for financial aid, but I have been turned down.

ADULT LEARNER SURVEY
VERBATIM COMMENTS

37. How could we improve the Job Placement services?

- (poor) better bookkeeping
- (poor) did not help him find a good stable job
- (fair) they should have their jobs divided into two categories: 1) one section for high school students who just graduated and are freshmen; 2) one section for a) students who graduated with Associate Degrees and experienced, b) students with Bachelors Degrees who have graduated from other universities but would like to come back and work in this area were their family and relatives are. The job Placement Program is presently geared too much toward and for the freshmen students.
- (fair) didn't have what I was looking for
- (poor) not enough guidance from staff - should use a followup interview/counselor
- (poor) job interest
- (fair) never gave guidance to find job in field
- (fair) were not as helpful as they could have been

ADULT LEARNER SURVEY
VERBATIM COMMENTS

37. How could we improve the Recreation services?

- (fair) senior college
- (poor) nothing interesting

ADULT LEARNER SURVEY
VERBATIM COMMENTS

37. How could we improve the Student Activities services?

- (fair) These activities are geared also too much for the younger, single students and people in the community. They should offer more activities for the married couple (young and old), for the senior citizens, and younger children.

ADULT LEARNER SURVEY
VERBATIM COMMENTS

37. How could we improve the Cultural Affairs/Entertainment services?

- (fair) community unaware of C. for P. A.
- (fair)
- (fair)
- (fair) were not as helpful as they could have been
- (fair) haven't heard much about it

ADULT LEARNER SURVEY
VERBATIM COMMENTS

37. How could we improve the Meeting Rooms/Hall Rental services?

- more objective for public use with policies to follow
- (fair) were not as helpful as they could have been

ADULT LEARNER SURVEY
VERBATIM COMMENTS

37. How could we improve the Intramural & Varsity Sports services?

- should lower credit level for entry into sports - need 12 credits - should open it up for right students
- (fair) don't know
- (fair) were not as helpful as they could have been

ADULT LEARNER SURVEY
VERBATIM COMMENTS

36. What service that we don't provide would help you if we did?

- none
- someone to talk to - high school students before they graduate and explain all about Macomb
- don't know
- don't know
- none
- don't know
- 1) transportation for student needing a ride to school from their place of residence; 2) better hours or more hours
- none
- none
- financial aid for women (wives)
- none
- nothing
- independent study
- none
- Veterans Administration system update
- some kind of class for single parents
- communicating with public
- none
- apptitude tests
- none
- classes on employment

- don't know
- none
- don't know
- none
- don't know
- don't know
- four-year classes
- drop off child to child care center
- none
- parking lot
- meeting places for senior citizens
- transportation for students
- information system about activities
- more tutoring
- don't know
- nothing
- none
- none
- none
- does not know
- nothing
- child care center
- none
- more job counseling
- none
- day care for mornings, afternoons, evenings, and weekends - both campuses

- more job placement
- turning into a four-year college - enlarge the Technology Program
- don't know
- none
- a course to revalidate the courses taken - graduate refresher courses
- none
- more upper-level classes at Center Campus
- none
- nothing
- more courses
- none
- wider range of classes with interest of jobs of the present and future jobs
- transportation service for students
- none
- none
- don't know
- none
- Make the College into a four-year college because of convenience, finances, and teachers.
- drop off child care center
- explanation of courses - counseling
- don't know
- none
- stock investment classes
- evening security
- don't know

- don't know
- don't know
- don't know
- none
- if the computer here could tie in with home computers, so students would not have to be here on campus so late at night
- none
- it's been seven years
- don't know
- none
- Displaced Homemaker Program could be better. Start an Outreach Program for women.
- Get more representatives into high schools. I don't think MCC is missing anything.
- none - all covered
- none
- none
- don't know
- don't know
- none
- don't know
- none
- none
- don't know
- home T.V. - have lessons on T.V.'s in the home of the student
- don't know
- none

- none
- none
- bar
- She thought it may be a good idea to offer a bus shuttle to the different buildings.
- transportation (share a ride)
- child care in the day and evening
- none
- more work-oriented courses - not book oriented
- none
- counselors to come to work places
- none
- If Macomb was to become a four-year college, it would be nice.
- none
- don't know
- don't know

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